



Charleston Development Academy Public Charter School

233 Line Street
Charleston, SC 29403

Grades	PK-8 Elementary School	
Enrollment	210 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Good	Excellent
2010	Average	Below Average
2009	Good	Excellent
2008	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

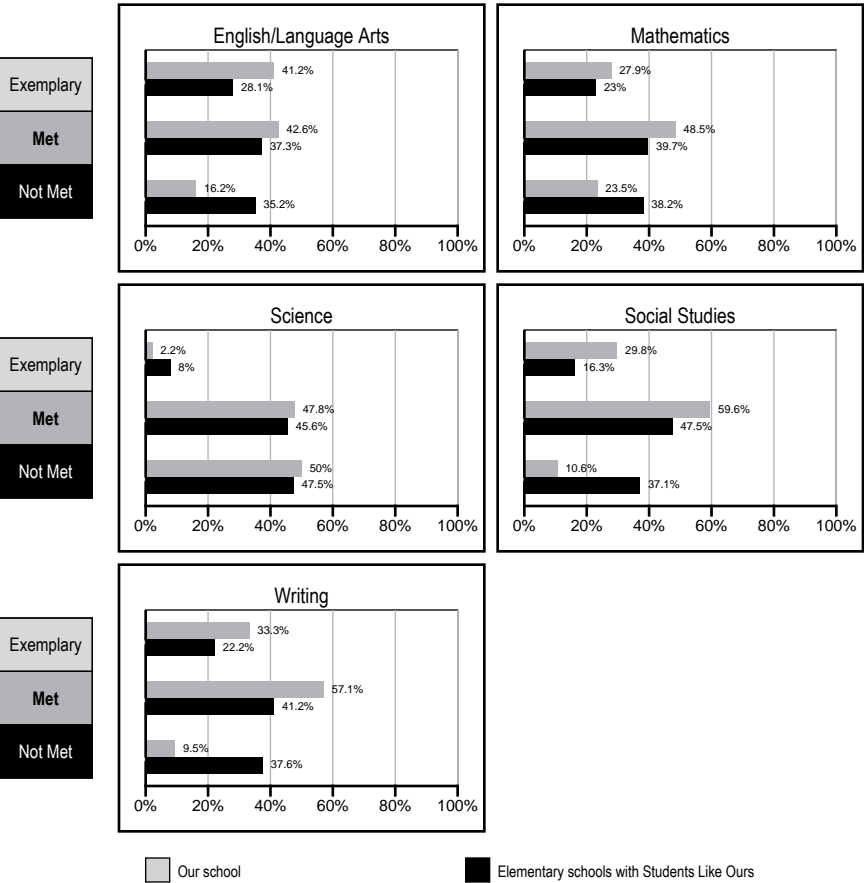
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	108	51	20

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=210)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.3%	1.3%	1.0%
Attendance rate	99.7%	Up from 99.6%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	50.0%	No Change	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.2%	Down from 87.8%	85.7%	88.7%
Teacher attendance rate	100.0%	No Change	95.1%	95.1%
Average teacher salary*	\$38,385	Up 3.4%	\$45,241	\$47,210
Professional development days/teacher	35.0 days	No Change	10.3 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.4 to 1	18.3 to 1	20.0 to 1
Prime instructional time	99.4%	Up from 99.3%	90.5%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,862	Down 9.1%	\$8,184	\$7,247
Percent of expenditures for instruction**	61.0%	Down from 63.0%	66.4%	68.2%
Percent of expenditures for teacher salaries**	49.7%	Down from 49.9%	63.3%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2011 Report Card for CDA reflects a Good Absolute Rating, an Excellent Growth Rating, met AYP, and CDA received the General Performance Rating of A Gold and Silver Award. Additionally, Charleston Development Academy Signature Project: "The Singing Eagles Concert Choir" has performed eloquently throughout the year beginning with the Annual First Day Festival, The Charleston Christmas Tree Lighting, The Annual Martin Luther King Breakfast and the Annual Capital Fund Raising Gala. Representatives of The Young Men of Distinction and Carolina Pearls met with US State Secretary Arnett Duncan and Congressman James E. Clyburn. Additionally, CDA students won 1st Place trophy in the Historical Black Bowl and 1st place entry for the Community of Readers Home Readers' Award. And we are extremely proud that our Early Childhood Department has met full NAEYC Accreditation.

In our mission to educate the whole child, a strong presence of fine art experiences round out our educational offerings during the school day and in an afterschool format. Through collaborations with community art agencies, museums, and a variety of service organizations, we are able to extend learning opportunities that strengthen our connections with the school culture and the Greater Charleston area.

We remain an "An Intellect Construction Enterprise; Developing Minds, Building Character, Engineering Futures". Where excellence is a standard expectation and where standards are expected to be excellent.

Cecelia Gordon Rogers, Executive School Director
Will Rivers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	29	28
Percent satisfied with learning environment	100.0%	96.6%	96.4%
Percent satisfied with social and physical environment	100.0%	96.6%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	96.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Charleston Development Academy Public Charter School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.6%	0.0%	No
Student attendance rate	99.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	663.3	647.9	602.9	641.7	100.0	100.0
Male	653.2	643.3	593.8	643.6	100.0	100.0
Female	673.3	652.4	613.7	639.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	663.3	647.9	602.9	641.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	655.3	643.4	601.7	634.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	25	100	8	16	76	92
	4	23	100	13.6	50	36.4	86.4
	5	19	100	N/AV	N/AV	N/AV	100
	6	18	100	29.4	47.1	23.5	70.6
	7	12	100	16.7	25	58.3	83.3
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	23	100	22.7	36.4	40.9	77.3
	4	25	100	12	48	40	88
	5	21	100	14.3	42.9	42.9	85.7
	6	15	100	7.1	57.1	35.7	92.9
	7	18	100	11.1	55.6	33.3	88.9
	8	9	I/S	I/S	I/S	I/S	I/S
Mathematics							
2011	3	25	100	28	32	40	72
	4	23	100	9.1	63.6	27.3	90.9
	5	19	100	16.7	50	33.3	83.3
	6	18	100	N/AV	N/AV	N/AV	100
	7	12	100	25	66.7	8.3	75
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	23	100	36.4	36.4	27.3	63.6
	4	25	100	20	44	36	80
	5	21	100	14.3	66.7	19	85.7
	6	15	100	7.1	57.1	35.7	92.9
	7	18	100	11.1	44.4	44.4	88.9
	8	9	I/S	I/S	I/S	I/S	I/S
Science							
2011	3	12	91.7	45.5	45.5	9.1	54.5
	4	23	100	N/AV	N/AV	N/AV	63.6
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	25	58.3	16.7	75
	8	4	I/S	I/S	I/S	I/S	I/S
2012	3	12	100	N/AV	N/AV	N/AV	18.2
	4	25	100	N/AV	N/AV	N/AV	52
	5	10	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	18	100	N/AV	N/AV	N/AV	50
	8	4	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	13	100	N/AV	N/AV	N/AV	100
	4	23	95.7	14.3	66.7	19	85.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	33.3	41.7	25	66.7
	8	4	I/S	I/S	I/S	I/S	I/S
2012	3	11	100	18.2	36.4	45.5	81.8
	4	25	100	12	56	32	88
	5	11	100	N/AV	N/AV	N/AV	100
	6	8	I/S	I/S	I/S	I/S	I/S
	7	18	100	22.2	72.2	5.6	77.8
	8	5	I/S	I/S	I/S	I/S	I/S
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	19	100	5.6	44.4	50	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	21	100	9.5	57.1	33.3	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	9	I/S	I/S	I/S	I/S	I/S

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